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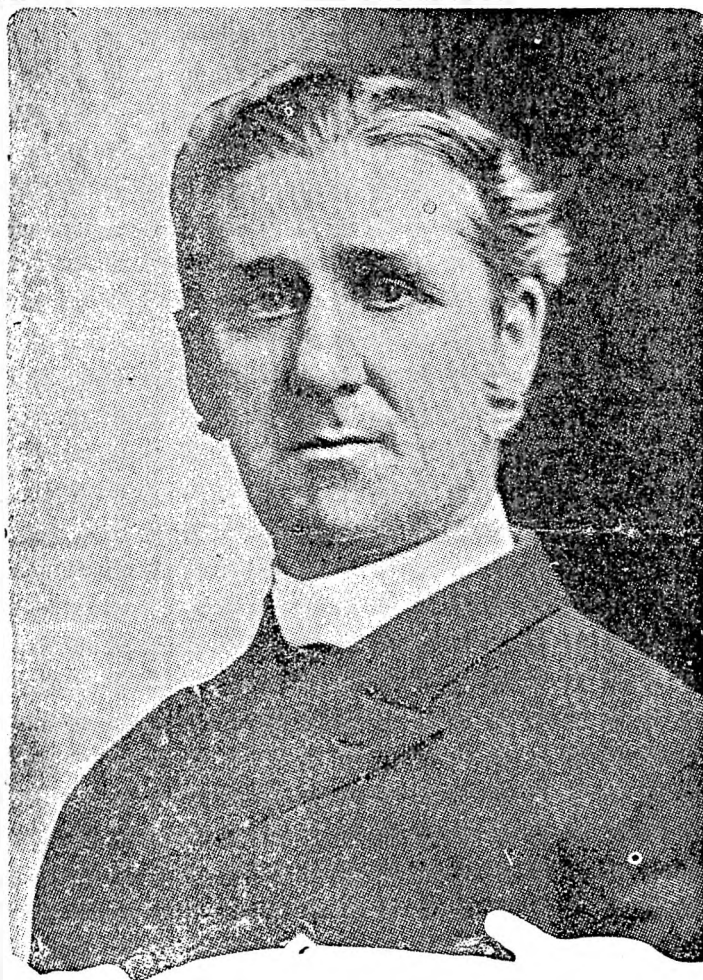
The University Journal

PRAESTANTIA NON SINE LABORE.

Vol. 3

WASHINGTON, D. C., MAY 18, 1906.

No. 26



REV. WILBUR P. THIRKIELD, D. D.
President-elect of Howard University

The Higher Education of the Negro

By Wilbur P. Thirkield, D. D.

(Extracts from an address.)

WE ALL BELIEVE that the largest culture should be open to the white man. To rich and poor; to high born, low born;

to uppermost, downmost among white men—let the doors to largest intellectual opportunity and achievement be thrown wide open. Without debate, every higher institution of the land is open to him.

But as to the Negro?

How far is it wise for him to go in education? To what extent shall his higher education be attempted? This question is the outcome not so much of color as of the

class idea. We put him in a class by himself; we differentiate him because of color and of past conditions.

More fundamental is the question—Why educate the Negro at all? Because he is a man. Yes, but how? To what extent? To answer this let us go back to the question as to the meaning of education. "Education is leading souls to what is best and making what is best out of them," says Ruskin. The gist of Herbert Spencer's epochal book is that education is teaching a man how to live completely. So education, then, is not impracticable idealism, a thing up in the air—but it is something human and real and practical, for the best life of man.

Emerson is right: "Man is an endogenous plant, and grows like a palm, from within outward; his education, his life, are his unfolding." If God is the author and maker of man, it certainly must be the natural thing, the Christian thing, to draw forth, to help unfold all that is highest and most august in every man—physical, intellectual, moral. And this evolution of the man; this making ready of the whole man for his best life in however lowly a sphere, is what we mean by the higher education.

The Negro is a man. Therefore, educate him as a man. Do not force education upon him. Do not veneer him. Simply open the door to highest opportunity in the intellectual life. Let him have a man's chance.

The capacity of the Negro for the higher education has been demonstrated. Linguistic acquirements are at the basis. Strong testimony as to the capacity of the race for the English language is given by

(Continued on third page.)

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Students and Alumni of the University are invited to contribute.

Washington, D. C., May 18, 1906.

What We Have Stood for

Omitting the regularly prescribed curricula, three distinct departments of student life tower above everything else here at Howard—the literary, the athletic, the social sides of college life.

The conduct and management of these departments have given rise to two widely variant types of sentiment.

Standing for one type, we have striven to make the literary department—journalism and debating—better.

The dual existence of our paper, of which it has been justly accused, is due to these two sentiments. While the paper has been improved through this dualism of joint editorship, time has proved the rightfulness of the stand we took. Both sentiments along this line have proved each, its capability and had there been no inter-

vention, no effort of satisfying personal ambition, the cause we advocated would have prevailed, and there is every indication that the same improvement would have been attained, without this dualism which was a forced compromise between the two sentiments. But this question, like all had, two sides. One right, one wrong. A definite stand were far better than any compromise, if one looks at the principle of the matter.

We think we have completely eliminated the element of favoritism from our literary society, under the auspices of which debating is held. In the future, debating will be carried on under much more favorable circumstances. We have stood out against the arbitrary election of debaters, at the dictates of a few influential men or even by the vote of the society. We have stood for the merit system of giving every fellow a "square deal." We have fought favoritism as a most pernicious evil, as much to be condemned in our university life as that of rebates in commercial life. We congratulate those students who in the fight took this stand. We congratulate them for the victory they won. The wisdom of the steps they have taken shall never be questioned.

In athletics we have been pleased to feel the signs of a purer atmosphere. And while we are to see great reforms in our athletics, in football and also especially in the financial management in general, the recent success of our baseball team, like Scipio's brilliant success in Africa, will silence all tongues, at least for the present.

We have taken the stand that the Council of Upper-Classmen, to be a real and permanent bond of unity in our heterogeneous student body should not be dominated by any single department, and lastly, and of all most important, that its social functions should be worthy of a university like Howard. In our contention for a representative Council we have been eminently successful. We have an amend-

ment to our constitution which provides for the proper distribution of officers among the different departments. But we cannot even yet forecast the result of the fight for what we contend is proper in our social functions.

Serious differences now divide us. Some have dubbed one side the "Carrie Nationites," while the other side is aptly dubbed the "John Barleycornites"—and another classification makes one side bear the name of those who "pimp" to "the faculty" on matters concerning which the students differ—while the other side bears that of those who "pimp" to "rank outsiders" and employ some pettifogger and threaten law suits on matters concerning which students differ.

It is needless for us to say that we plead guilty to the charge of being "Carrie Nationites," if that means that we are opposed to intoxicating beverages at social functions given by Howard student societies. And we have to confess that we are among those who prefer to have our faculty settle our differences rather than see them dragged into some police court, or given the publicity of settlement in some equity suit.

We appealed to our faculty and the sober judgment of the students for a proper settlement. An order abolishing the use of intoxicating liquors has already been issued by the faculty and we, in our humble judgment, conscientiously believe that it will also deal with any who would disgrace the name of Howard by dragging the differences among her students into the court room, especially when they can be settled by our faculty.

These are some of the reforms, if we may use such a dignified term, we have stood for. And now at the close of the year at dear old Howard, when so many of us are to "cut our sticks" and slide; when the Hill, and the Medical and Law departments are soon to be deserted, shall we not all feel that these reforms will promote the best interests of Howard?

~ ~ ~ ~

The only trouble with the "Elijah" was that it should have been a recognized University affair, instead of that of a single department. Every department should have co-operated.

The Higher Education of the Negro

By Wilbur P. Thirkield, D. D.

(Continued from first page.)

the Rev. Dr. J. E. Edwards, of the Methodist Episcopal Church, South, in the Methodist Review for April, 1882: "In many instances it must be admitted—and examples are in this city (Petersburg, Va.)—that they do not only make as rapid advances as the whites, but really acquire thorough scholarship in the different departments of learning, and carry off medals for proficiency in mathematics and in the languages that would be creditable to any one of any race or color. It is idle, and only shows the inveteracy of our prejudice to shut our eyes to the fact that the Negroes of the coming generation are just as capable of scholarship and culture as the whites."

The capacity of the Negro for the higher education has been settled. We have learned, however, to distinguish between the intellectual capacity with which God has endowed all races, and the intellectual and moral equipment of a race which is the outcome of civilization and environment. The last danger is the overeducation of the Negro. We have only touched the fringes of the race. His real education is a task of generations.

The question now, then, no longer is, "Can the Negro take the higher education?"—but to what extent under present conditions is it wise to furnish facilities for the higher education, seeing that the lack of endowments for his colleges must throw the burden of their support largely on the benevolence of the people? Does the Negro, in the present stage of his development, really need the higher education?

I. *On the higher education the very existence of any education depends.* No people will long maintain common schools for primary

education, that does not possess and sustain colleges for the higher education. The fountain-head of learning is not the common school, but the college. The college not only furnishes the trained teacher, but gives motive and inspiration for the common school. Blot out that university in the wilderness and the intellectual leadership and achievements of Harvard men, and the entire history of a commonwealth would be changed.

* * * * *

II. *In the interest of pure industrialism for the Negro*, this higher training is a necessity. He needs the best discipline of his mental powers to fit him for the inevitable era of strenuous competition in the South, with which he must soon battle.

If the Negro is to hold his own, he must have behind his brawny hand and strong right arm the trained mind to direct the hand, and the disciplined soul to control the arm for highest issues. Is every Negro to be forever content to remain a hewer of wood and never a drawer of dividends? Is every Negro to be ever led and never a leader?

* * * * *

III. *The higher education is necessary for the raising up of a trained leadership for the race.* It is the higher education which is to bring princes out of Egypt. Moses was fitted for leadership, because he was trained in all the wisdom of the representative civilization of his day. The words of Dr. Henry Drummond are especially applicable to the Negro at this time: "God is all for quality; man is for quantity. But the immediate need of the world at this moment is not more of us, but, if I may use the expression, a better brand of us. To secure ten men of an improved type would be better than if we had ten thousand of the average Christians distributed all over the world."

* * * * *

The Negro race, facing such conditions, needs a body of educat-

ed men as their leaders and helpers. Men in touch with the higher life of the world; men who know history; men who know of the struggles and triumphs of oppressed peoples in past ages; men who have intelligent trust and strength of purpose, based on a large knowledge of the part which Providence has played in the destinies of nations and peoples; large-minded, virile men, who can feel with Gladstone, in crucial hours, exulting over opponents, even in defeat: "Time and almighty truth are on our side; by their aid we will eventually carry the banner of triumph unstained, without rent or tatter, through the storm;" men who can hold aloft the torch of hope, lighted on the flaming altar of the world's undying literature of liberty; men who, in the struggle for human rights and freedom can sing:

"Milton is for us, Shakespeare is of us, Burns, Shelley, they speak from their graves;"

men who, in the fiery ordeal through which every race that has risen to power has had to march, have singing in their souls the spirit of Wordsworth, in his ode to Touissant L'Overture:

"Thou hast powers that shall work for thee,

Air, earth and skies;

There is not a breathing of the common wind

That can forget thee;

Thou hast great allies;

Thy friends are exultations, agonies, prayers and love,

And man's unconquerable mind."

Commencement Week Exercises

Sunday, May 27. Baccalaureate Sermon, by Rev. P. J. Grunke, D. D., Andrew Rankin Memorial Chapel, at 4:30 P. M.

Monday, May 28. Theological Department, Andrew Rankin Memorial Chapel, at 8 P. M.

Tuesday, May 29. Commercial Department, Andrew Rankin Memorial Chapel at 8 P. M.

Wednesday, May 30. Preparatory Department, Andrew Rankin Memorial Chapel, at 8 P. M.

Thursday, May 31. Teachers' College, Andrew Rankin Memorial Chapel, at 8 P. M.

Friday, June 1. Commencement, First Congregational church, at 8 P. M.

The Passing of Mrs. Ewell

A TRIBUTE

"She (for I know not yet her name in heaven)
Not early, like Narcissa, left the scene,
Nor sudden, like Philander. What
avail?

The longer known, the closer still she
grew,
And gradual parting was a gradual
death."

—Young's "Night Thoughts."

Emily Spofford Ewell (nee Hall) was born in Bradford, Mass., July 4, 1840. About ten years after graduating from Bradford Academy, a noted female school, she was married, Dec. 30, 1872, to Rev. John L. Ewell, now professor of Hebrew and Church History in the Theological Department, to whom she bore four sons. After spending more than thirty years of married life in the happiest of homes, and after a lingering illness of eight months, she was called to a happier and more blessed life in the great Beyond, at noon, May 15, 1906.

Mrs. Ewell was possessed of a beautiful and childlike christian character. Unlike many of those who to-day enter conjugal relationship, she was very devoted to her home and family. To know her was to love her. Possessed of a very fine literary taste, her judgment was very valuable to her husband, whom she assisted greatly in his work as a writer, teacher and preacher. During the trying experiences of her sick bed she found much comfort from the "I will fear no evil for thou art with me" and commended the hymn "When Thee I seek, protecting Power." Death was the almost immediate result of an operation performed with the faint hope of saving her life. All that love could prompt was done for her by her devoted husband, and all that medical skill could accomplish, by the physicians in whose hands she was placed; but all proved unavailing. She went to "be with Christ, which is far better."

"And thou, blest soul, hast gone to thy reward
Which full shall be,
And now with rapture thou hast seen
thy God,
He talks with thee."

Personals

The teachers in the Baltimore city schools visited those of Washington, one day last week. Many of them shook the glad hands of their friends on the campus, among others, Misses Hughes, Cornish and Waring.

Miss Alma Pitts, the excellent elocutionist, and Miss Baldwin, of Durham N.C., visited friends at the University, a few days ago.

Biblic Notes

The outlook for excellent track work on May 30 is promising.

On last Monday the College team defeated the active Junior Preps in a close game, which was finally forfeited by the Juniors. Score at end of sixth, College 7, and Juniors 6. Official score, College 9; Juniors 0.

The Middlers defeated the Juniors in an easy game on Tuesday. Score, Middlers 17, Juniors 3.

The Theologs defeated the Medics in a fine game of cricket on Saturday, for the second time, with a score of 68 to 47.

The Alumni

In Seattle, Washington, are three Howard graduates, who, we are informed, directly, are doing well. Dr. Robt. Foster, who finished in '92, and Dr. David T. Cardwell, '05, are practicing medicine. Andrew T. Black, Esq., of the Class of 1900, has a large law practice.

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The Elijah

The very successful rendition of the great "Oratorio of Elijah" by the Choral Society of the Teachers' College, of which an account by one of the student contributors to The Journal was published in last week's edition, is evoking such wide spread and unqualifiedly favorable comment from the many music lovers and the press of Washington, that it is well that a few of the many be mentioned.

Miss Childers and Dean Moore, to whose skill, persistency and indefatigable energy this marked success is due, cannot be too highly praised. Their success brings prestige to the entire University, and, though sharing that success with them we too must join the sentiment expressed below and offer most hearty congratulations, to the managers directress and all who participated in the oratorio.

Following are some personal letters and press comments:

Washington, D. C., May 11.

MY DEAR MISS CHILDERS:

I cannot let the occasion pass without expressing to you my highest appreciation of the truly wonderful results you produced at the rendition of the Oratorio Elijah, with a chorus from the Teachers' College of Howard University. The whole performance was highly creditable to us all, to Howard University, and especially to yourself. Mrs. Hilyer heartily joins with me in offering our congratulations and well wishes for the success of any future effort you may make.

ANDREW F. HILYER.

(Member S. Coleridge-Taylor Choral Society.)

MISS LULU VERE CHILDERS:

I had the pleasure of attending the Oratorio Elijah on last Wednesday evening at the First Congregational Church. Please accept my congratulations on your great achievement. I fully realize what it means to conduct a work like that. The precision and attack were excellent. You have truly accomplished a great deal in a short time. May success attend your every effort.

JOHN T. LAYTON.

Washington May 12, 1906.

The Record says:

To Miss Lulu V. Childers and the

Choral Society of Howard University we extend hearty congratulations on the most artistic rendition of the oratorio of Elijah by them at the First Congregational Wednesday night. From start to finish it was in general and in particular a musical revelation of the powers of the chorus, the skill of the conductor and the ability of the soloists.

Washington Times.

One of the most interesting concerts of the season was the production of "Elijah" by the Teachers' College Choral Society, of Howard University, on Wednesday evening last at First Congregational Church.

The performance was free from noticeable breaks and the chorus sang with confidence and assurance throughout.

Mr. Burleigh and Mr. Woodward as soloists, eclipsed their former efforts here in other works and showed themselves oratorio singers par excellence. Rarely has the beautiful tenor aria, "If with All Your Hearts Ye Truly Seek Him," been more beautifully sung than by Mr. Woodward. The other soloists, Miss Childers, Miss Murray and Miss Barnes, were satisfactory, and the accompaniments were well sustained by Melville Charlton and Miss Beatrice Lewis, at the organ and piano, respectively.

Washington Star.

Mendelssohn's oratorio "Elijah" was sung last evening at First Congregational church, corner of Tenth and G streets, before a large audience by the Teachers' College Choral Society of Howard University. To say that those present enjoyed the music is putting it mildly, for throughout the masterpiece the music was of the first-class order. Lulu Vere Childers was the conductor and during the entire evening she carried the large chorus along with perfect ease. Henry T. Burleigh of New York, who has a remarkably fine baritone voice, took the part of Elijah, and in the difficult solo work his singing was eminently satisfactory. Particularly well done was the opening recitation when the words of Elijah are "As God the Lord of Israel liveth, before whom I stand, there shall not be dew nor rain these years but according to my word." The singing of Sidney Woodward, the tenor, was good, and elicited applause. The soloists were: Altos, Marie James and Lulu Vere Childers; sopranos, Nettie Murray and Pearl Barnes; baritone, Henry T. Burleigh of New York, and tenor, Sidney Woodward. The accompanists were, Melville Charlton of New York, organist; Beatrice Lewis, pianist; and Charles Y. Harris, assistant pianist.

The choruses were all sung with remarkable precision and volume. Proceeds of the oratorio went to the benefit of the missionary fund of the Christian Endeavor Society.

Washington Post.

The Teachers' College Choral Society, of Howard University, gave a performance of Mendelssohn's oratorio, "The Elijah," at the First Congregational Church Wednesday evening under the direction of Miss Lulu Vere Childers. The role of Elijah was intrusted to Mr. Henry T. Burleigh, who gave a fine rendering of the part. Sidney Woodward, the tenor, impersonated Obediah.

Miss Childers was a capable director and contralto soloist. Melville Charlton, of New York, showed discrimination in the effects of registration at the organ, supplemented by the pianist, Miss Beatrice Lewis. Misses Nettie Murray and Pearl Barnes, sopranos, and Marie James, alto, sang their parts with credit.

Editor's Appreciation

On this occasion the editor of the present edition wishes to express here and publicly his sincere and highest appreciation, to Mr. Ralph Norris, who has charge of the printing in the University office, for the generous and valuable assistance rendered throughout the year. The marked improvement in the appearance of The Journal is due to his care and painstaking. The type selection, typographical arrangement and all such matters have been his. He has never failed to offer helpful suggestions, and his efforts to make The Journal a success and have the editions promptly at the appointed time, regardless of hindrances, have often bordered on self sacrifice.

To him and our readers we express our highest appreciation of his co operation and assure him a large part of the success of our paper would have been impossible without him.

Class Day Exercises of the Teachers' College

Saturday, May 26, at 8:00 P. M., in Andrew Rankin Memorial Chapel. Come and bring your friends. Choice program.

Howard University.

REV. F. W. FAIRFIELD, D. D.,
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